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**INVESTIGATED STRESS AND AGRICULTURAL SCIENCE TEACHERS PRODUCTIVITY  
IN GOVERNMENT SENIOR SECONDARY SCHOOLS WITHIN UYO METROPOLIS OF  
AKWA IBOM STATE**

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**Abstract**

This study investigated stress and agricultural science teachers' productivity in Government senior secondary schools -within Uyo Metropolis of Akwa Ibom State. The study adopted a descriptive design using a sample of 150 agric. Science teachers which were randomly selected in the 26 senior secondary schools chosen through balloting from the 85 government secondary schools within Uyo Metropolis for the study. The Cognitive Activation Theory (CAT)" was adopted to explain the subject matter. A self-developed instrument titled: "Questionnaire on Stress and Agricultural Science Teachers' Productivity (QSASTP)" was used as the instrument for data collection. The reliability test data collected from 22 agric. Science teachers yielded an overall reliability coefficient of  $r = 0.78$ . The researcher collected the data which were analysed using mean and standard deviation for the three research questions while three null hypotheses were stated at 0.05 level of significance. The results showed that the agric. Science teachers in senior secondary schools had a high level of stress and there was some difference in the stress level reported by male and female teachers. Differences also occur in stress level based on age and years of teaching experience. The older ones experience more stress than the younger ones and those with more years of experience reported low stress level. Interventions, such as stress coping strategies, can be applied to reduce stress in the teaching job to enhance the teachers' productivity.

**Keywords:** Stress, agricultural science teachers and productivity.

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**Introduction**

The term "stress" has been in existence and is as old as man with all activities in form of different types of job and business. Stress in our society is not an invisible phenomenon, in everyday life we come across many stressful situations. Some of them act as a source of inspiration for us and some cause challenges which may be physical or emotional. It is the human nature to face challenges boldly or to escape from them. All these vary from person to person as stated by Ganster and Rosen (2013) that, stressors really exert their effects through how an individual perceives and evaluates them. Definition of stress also varies as different body with different emotion and physique are involved. According to a medical research paper prepared by Mohammed (2014), stress is defined as any circumstance that is perceived as being threatening to one's well-being and also taxing the coping abilities. Udokang (2018) in her medical seminar paper titled 'Tips on Stress Management' defined stress as a normal physical response to events that make one feel threatened or upsets one's balance. It has been noted that any challenge which exceeds the coping abilities of the individual becomes stress (Conley & Wooseley, 2000).

Teaching is not only hard work; it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, the burden of paperwork, and lack of learning resources have all been identified as part of the factors that can cause stress among school staff. Stress is more often associated with constraints and demands, prevents one from doing what he/she desires (Oliver, 2016). Oliver further viewed stress as an unavoidable consequence of modern living, the growth of industries, pressure in the urban areas, quantitative growth in population and various problems in day to day life. Stress is a condition of strain that has a direct bearing on emotions, thought process and physical conditions of a person. Mgbodile (2004), in Chika (2011) saw stress as a condition or situation, internal or external that imposes demand for adjustment on the individual. The effects of stress can lead to reduced employee and low productivity at work, increased sickness and even death. This has been experienced in most organizations by many people.

However, it should be noted that all people do not react to stressful situations the same way. For some people stressful work situations may positively motivate them to strive to achieve more, while others may over worry about such situations (Okumbe, 2007). In the work of Udokang (2018) concerning "tips on management of stress", stress is identified in two forms which include distress (negative stress) and eustress (positive stress). Joanna (2010) classified four types of stress namely, eustress, distress (acute and chronic), hyper-stress and hypo-stress. According Joanna, hyper-stress is another negative stress which comes when a person is forced to undertake or undergo more than he or she can take, while hypo-stress stands as a direct opposite to hyper-stress, and it is basically insufficient amount of stress since it is experienced by a person who is constantly bored. Its effects are the feeling of restlessness and lack of inspiration. The overwhelming focus on stress and its coping literature to date has been on the consequences, avoidance, and reduction of distress which depends on individual reaction to stress. Most of the stressful situations don't in themselves cause harm to us, it is the reaction to them which may be dangerous if it approaches the elastic limits. Udokang (2018) further explained that a certain level of stress is essential for effective functioning and commitment to work. A situation that is harmful to one may not be

the same to another person, so stress is a very-complex phenomenon. Whenever there is threat to our wellbeing and our body responds, that is known as stress response.

According to Jepson & Forrest (2006), stress represents a general term used for pressure that people are exposed to in life. When a person feels insufficient in dealing with demands and challenges faced in life, he or she is experiencing stress. Bearing in mind the high tide of hardship in our country presently, teachers are generally getting involved in several overtime or additional means of livelihood to meet with the family demands. Inability to satisfy the needs of their families, they become tense and depressed both at home and at school, this may result in transfer of aggression to the students which may likely hamper the effective delivery of their task at school. As observed by Chika (2011) the secondary school system is a veritable environment for teaching and learning activities, stress being a very serious threat to teachers' ability to meet up with the challenges in the school, could be a barrier to the attainment of educational excellence at that level. Some research work on stress have identified common sources of teachers' stress to include, heavy workload, low income, poorly equipped classrooms or schools' infrastructure, lack of/or insufficient teaching materials, delayed promotion and incentive as well as age range. The experience of job stress can change the way the person is feeling, thinking and can also bring changes in their psychosomatic, physiological and behavioural functions (Tahseen, 2015 in Muhammad, 2015).

Most studies mainly focused on sources of teacher stress within the profession (Internal Source). Sources of teacher stress can also be attributed to social and political factors, (Gok, 2004). So for this reason, it is very important that teachers should be satisfied in respect to all aspects of job matter for sound education because, productivity of schools depend upon the job satisfaction of teachers and it has been a significant concern to researchers and educationists in recent years. The performance of schools will never improve unless teachers are taken into account in all of job affairs.

Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. They may experience high levels of stress due to overcrowded classes, heavy syllabus and inadequate facilities which also make their work more complex (Shukla, 2008). It is generally believed that stress is inevitable as long as one is living, especially with teachers who are good at caring for learners rather than their wellbeing. Agina-Obu (2018), posited in his book that, "to live is usually taken for granted, but to labour is what everyone strives to attend even right from childhood", hence the problem with stress lies on strategies of coping with it. Quite a number of agricultural science teachers are not effective as they should in their teaching. Factors .such as gender, age, working experience, teacher's health, changing policies in education, inadequate teacher preparations on changes, high enrolment in schools, poor learning facilities and economic depression appear to contribute to agricultural science teachers' stress. It is on this note that the researcher is interested in finding out to what extent stress affects the productivity of agricultural science teachers.

### **Research Questions**

The study sought to answer to the following questions.

1. What are the types of stress that affect agricultural science teachers' productivity?
2. What are the factors that cause stress among agricultural science teachers?
3. What are the coping strategies towards factors that cause stress among agricultural

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### **Hypotheses**

The following null hypotheses are formulated to guide the conduct of the study.

1. There is no significant relationship between stress and agricultural science teachers' productivity based on gender.
2. There is no significant relationship between stress and agricultural science teachers' productivity based on age.
3. There is no significant relationship between stress and agric. science teachers' productivity based on years of teaching experience.

### **Research Design**

This work adopts descriptive research design which involves the collection and analysing of data. Questionnaire is designed and used to collect information on the types of stress that affect agric. science teachers' productivity, factors that cause stress among agric. science teachers and coping strategies towards factors that cause stress among agricultural science teachers in senior secondary schools within Uyo metropolis in Akwa Ibom State.

### **Population of the Study**

This work is carried out in Uyo metropolis of Akwa Ibom State. Out of 253 secondary schools in Akwa Ibom State, Uyo metropolis is made up of 85 government senior secondary schools with a total number of 328 agricultural science teachers.

### **Sample and Sampling Techniques**

The sample size for this study consists of agricultural science teachers in government senior secondary schools, in Uyo Metropolis of Akwa Ibom State. Out of 85 government senior secondary schools at Uyo metropolis, 26 government schools were selected through balloting. Out of 26 schools with corresponding population of 184, random sampling was applied to select a sample size of 150 agricultural science teachers for the study.

### **Instrument for Data Collection**

The main instrument for data collection used is questionnaire titled 'Questionnaire on Stress and Agricultural Science Teachers' Productivity (QSASTP). It is divided into two sections- A and B. Section A is on demographic or personal data of respondents. Section B obtains information on stress and agricultural science teachers' productivity with regards to the 3 research questions.

### **Validation of Instrument**

The instrument for data collection was validated based on face and content validity. The supervisor and other experts on measurement and evaluation in the department validated the work. They went through the instrument to ensure that the items adequately covered the areas to be investigated. Corrections they made were also noted to ensure that the instrument was good for the study.

### Reliability of Instrument

The researcher conducted a pre-test twice on the respondents. Data obtained was analysed using the Kuder-Richardson R-20 statistical tool and the result was 0.78. According to Wali (2002), a research pretest data analysed, that give a result of 0.55 and above indicates that the instrument is reliable. Hence the instrument used for data collection in this research work was reliable.

### Data Collection

The questionnaire as the main instrument for data collection was administered with the aid of research assistants. The researcher visited the area of study, took permission from the principal and gave instruction to the teachers on how to respond to the questions informing them to tick where applicable. A total of 150 instruments with 37 items were administered and all were returned without any being mutilated or unreturned.

### Methods of Data Analysis

Mean and standard deviation was used in answering the research questions 1 to 3, while z-tests was used in testing the 3 null hypothesis at 0.05 level of significance.

### Results

**Research Question 1:** What are the types of stress that affect agricultural science teachers' productivity?

**Table 1: Mean and standard deviation analysis on types of stress that affect agricultural science teachers' productivity.**

S/N	SA (4)	A (3)	D (2)	SD (1)	Total	Mean $\bar{X}$	Standard deviation	Remark
1	46	39	36	29	150	2.7	5.8	Accepted
2	52	45	29	24	150	2.8	6.0	Accepted
3	37	49	30	34	150	2.6	5.8	Accepted
4	40	45	30	35	150	2.6	5.8	Accepted
5	49	43	21	37	150	2.7	6.0	Accepted
6	55	46	21	28	150	2.9	6.1	Accepted
7	59	55	16	20	150	3.0	6.5	Accepted
8	60	59	11	20	150	3.1	6.7	Accepted
9	59	58	18	15	150	3.1	6.6	Accepted
10	59	55	18	18	150	3.0	6.5	Accepted
11	60	59	11	20	150	3.1	6.7	Accepted
12	60	59	11	20	150	3.1	6.7	Accepted
13	58	56	16	20	150	3.0	6.5	Accepted
14	43	49	20	38	150	2.6	6.0	Accepted
Total	737	717	285	361	2100			

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Table 1 shows that the minimum mean is 2.6 (items 3, 4, and 14) and that the maximum mean is 3.1 (items 8, 9, 11 and 12). All the opinions were accepted as the means were above 2.50.

The relation adopted in calculating the mean was by ranking:

$$SA \times 4 + A \times 3 + D \times 2 + SD \times 1$$

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N

**Research Question 2:** What the factors that cause stress among agricultural science teachers?

**Table 2: Mean and standard deviation analysis of respondents on the factors that cause stress among agricultural science teachers**

S/N	SA	A	D	SD	Total(N)	Mean	Standard deviation	Remark
1	60	55	15	29	150	3.0	6.5	Accepted
2	65	58	10	17	150	3.1	6.9	Accepted
3	48	59	24	19	150	2.9	6.3	Accepted
4	59	58	15	18	150	3.1	6.6	Accepted
5	56	59	18	17	150	3.0	6.5	Accepted
6	63	57	11	19	150	3.1	6.8	Accepted
7	65	50	17	18	150	2.7	6.6	Accepted
8	54	51	17	28	150	2.9	6.2	Accepted
9	39	52	30	29	150	2.7	5.9	Accepted
10	57	55	19	19	150	3.0	6.4	Accepted
11	59	55	9	29	150	3.0	6.6	Accepted
12	40	38	34	38	150	2.5	5.7	Accepted
Total	665	647	219	269	2100			

Table 2 shows that the maximum mean is 3.1 (items 2, 4 and 6) and that the minimum mean is 2.5 (items 12). All the items were remarked accepted as their mean scores were 2.50 and above.

**Research Question 3:** What are the coping strategies towards factors that cause stress among agricultural science teachers?

**Table 3: Mean and standard deviation analysis of respondents on the coping strategies toward factors that causes stress among agricultural science teachers**

S/N	SA	A	D	SD	Total	Mean $\bar{x}$	Standard deviation	Remark
1	64	58	18	10	150	3.2	6.8	Accepted
2	57	55	17	21	150	3.0	6.4	Accepted
3	41	50	30	29	150	2.7	5.7	Accepted
4	50	47	25	28	150	2.8	6.0	Accepted
5	65	58	13	14	150	3.2	6.9	Accepted
6	62	59	17	12	150	3.1	6.8	Accepted
7	39	40	21	50	150	2.4	6.0	Accepted
8	50	52	28	20	150	2.9	6.1	Accepted
9	55	51	24	20	150	2.9	6.2	Accepted
10	58	53	20	19	150	3.0	6.5	Accepted
11	39	50	23	38	150	2.6	5.9	Accepted
Total	580	573	236	261	1650			

Table 3 indicates that the maximum mean is 3.2 (items 1 and 5) while the minimum is 2.4 (item 7), hence, item 7 is rejected other items are accepted since its score is below 2.50.

### Hypotheses

Ho<sub>1</sub>: There is no significant relationship between stress and agricultural science teachers' productivity based on gender.

**Table 4: Z-Test of no significant relationship between stress and agricultural science teachers' productivity based on gender**

S/NO	Respondent	Frequencies		Total N	$\sigma_1$	$\sigma_2$	$\sigma_1^2$	$\sigma_2^2$
	Agreement	Disagreement						
1.	85	65		150	-19	18.9	361	357.2
2.	97	53		150	-7	6.9	49	47.6
3.	86	64		150	-18	17.9	324	320.4
4.	85	65		150	-19	18.9	361	357.2
5.	92	58		150	-12	11.9	144	141.6
6.	101	49		150	-3	2.9	9	8.4
7.	114	36		150	10	-10.1	100	102.0
8.	119	31		150	15	-15.1	225	228.0
9.	117	33		150	13	13.1	169	171.6
10.	114	36		150	10	-10.1	100	102.0
11.	119	31		150	15	-15.1	225	228.0
12.	119	31		150	15	-15.1	225	228.0
13.	114	36		150	10	-10.1	100	102.0
14.	92	58		150	-12	11.9	144	141.6
<b>Total</b>	<b>1454</b>	<b>646</b>		<b>2100</b>			<b>2536.0</b>	<b>2535.6</b>

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In table 4, Z-test calculated is 3.043, Z-test table is 1.710 at 0.05 level of significance, 26 degrees of freedom, Z-test calculated is greater than Z-test table value, hence, the null hypothesis which says "there is no significant relationship between stress and agricultural science teachers' productivity based on gender" is rejected.

**Ho<sub>2</sub>:** There is no significant relationship between stress and agricultural science teachers' productivity based on age.

**Table 5: Z-Test of no significant relationship between stress and agricultural science teachers' productivity based on age**

S/NO	Respondent	Frequencies	Total	$\sigma_1$	$\sigma_2$	$\sigma_1^2$	$\sigma_2^2$
	Agreement	Disagreement	N				
1.	115	35	150	5.7	-5.7	32.5	32.5
2.	123	27	150	13.7	-13.7	187.7	187.7
3.	107	43	150	-2.3	2.3	5.3	5.3
4.	117	33	150	7.7	-7.7	59.3	59.3
5.	115	35	150	5.7	-5.7	32.5	32.5
6.	120	30	150	10.7	-10.7	114.5	114.5
7.	115	35	150	5.7	-5.7	32.5	32.5
8.	105	45	150	-4.3	4.3	18.5	18.5
9.	91	59	150	-18.3	18.3	334.9	334.9
10.	112	38	150	2.7	2.7	7.3	7.3
11.	114	36	150	4.7	4.7	22.1	22.1
12.	78	72	150	-31.3	31.3	979.7	979.7
<b>Total</b>	<b>1312</b>	<b>488</b>	<b>1800</b>			<b>1794.3</b>	<b>1794.3</b>

In table 5, the Z-test calculated is 3.965, Z-test table at 0.05 level of significance, 22 degree of freedom is 1.720, the Z-test calculated is greater than the Z-test table, hence, the null hypothesis which says "there is no significant relationship between stress and agricultural science teachers' productivity based on age" is rejected.

**Ho<sub>3</sub>:** There is no significant relationship between stress and agricultural science teachers' productivity based on years of experience.



**Table 6: Z-Test of no significant relationship between stress and agricultural science teachers' productivity based on years of experience**

S/NO	Respondent Agreement(A)	Frequencies		Total N	$\sigma_1$	$\sigma_2$	$\sigma_1^2$	$\sigma_2^2$
		Disagreement(D)						
1.	122	28		150	17	-17.2	289	295.8
2.	112	38		150	7	-7.2	49	51.8
3.	91	59		150	-14	13.8	196	190.4
4.	97	53		150	-8	7.8	64	60.8
5.	123	27		150	18	-18.2	324	331.2
6.	121	29		150	16	-16.2	256	262.4
7.	79	71		150	-26	25.8	676	665.6
8.	102	48		150	-3	2.8	9	7.8
9.	106	44		150	1	1.2	1	1.4
10.	111	39		150	6	-6.2	36	38.4
11.	89	61		150	-16	15.8	256	249.6
<b>Total</b>	<b>1153</b>	<b>497</b>		<b>1650</b>			<b>2156</b>	<b>2155.2</b>

From table 6 above, Z-test calculated is 3.020, Z-test table is 1.720 at 0.05 level of significance, 20 degree of freedom. The Z-test calculated is greater than Z-test table, hence, the null hypothesis which declares that "there is no significant relationship between stress and agricultural science teachers' productivity based on years of teaching experience" is rejected.

### Discussion of Findings

From the analysis of data in table 1, it was discovered that 85 respondents agreed that, stress of writing lesson note was affecting agricultural science teachers' productivity, 65 respondents disagreed to the suggestion. 97 respondents said they have stress of copying notes to the students through the use of chalk board, 53 respondents rejected the idea. 86 respondents accepted that teachers of agriculture have the stress of going to school every day. One thing that is very obvious is that, specialization exist in the teaching and other teachers in fields like chemistry, physics, biology, civic, mathematics and English language also go to school on daily basis. More so, these teachers are trained and experienced persons in their fields. 85 respondents agreed that, teachers of agricultural science have stress of getting students to obey rules, 65 respondents rejected the idea. 92 respondents maintained that agricultural science teachers accepted that they have stress of setting examination questions, 58 respondents disagreed, meaning that they don't have stress in setting examination questions. 101 respondents agreed that they have stress through evaluating students after each lesson, 49 respondents said that they don't have stress for evaluating learners after each lesson. 114 respondents accepted that stress is gotten when they supervise students during practical classes, 36 respondents rejected the view. 119 respondents agreed that stress is gotten on handling many arms of classes in the school, 31 respondents rejected the opinion. 117 respondents agreed that they have stress of teaching agricultural science without adequate teaching aids, 33 respondents disagreed to the suggestion, may be they adopted other measures to get the listening and understanding of the students. 114 respondents said, they have stress of taking students out for agricultural science field trip, 36 respondents disagreed to the view. 119

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respondents agreed that agricultural teachers have stress for marking examinations papers. 119 respondents accepted that, they have stress of marking students' notes, 31 respondents said they don't have stress for marking notes. 114 respondents agreed that they have stress for class works and assignments, 36 respondents disagreed to the opinion. 92 respondents said agricultural teachers have stress of procuring WAEC items for agricultural science practical examinations, 85 respondents disagreed to the opinion.

The Z-test calculated is 3.043, Z-test table is 1.710 at 0.05 level of significance, 26 degrees of freedom, Z-test calculated is greater than Z-test table value, hence, the null hypothesis which says "there is no significant relationship between stress and agricultural science teachers' productivity based on gender" is rejected. This is obvious as gender is the masculinity or femininity of an individual. The fact that you are a female agricultural science teacher does not mean that stress can not reflect on you. This is also applicable to the men's counterpart. The above fact is supported by the view of Udokang (2018) who admitted that everyone experiences stress differently, stating that it is important to learn how to recognize when stress levels are out of control. The assertion is also supported by the view of Charlie (2001) who reported that, there are gender based differences in teachers stress, however, Alberg et al (2003) noted that females are more exposed to stress than their male counterpart. Nwimo and Onwunaka (2004) view is in agreement with the analysis as they maintained that, secondary school teachers (agricultural science teachers inclusive) had huge levels of stress and there were significant differences in levels of stress among female and male teachers, with male teachers having higher levels of stress than female teachers. Female teachers can give effective teaching, so also male teachers. Several other factors affect teachers productivity including, teacher mastery of the subject, level of education acquired, environment and motivational factors.

Table 2 shows that, 115 respondents agreed that poor health status is a factor that cause stress among agricultural science teachers, 35 respondents said, poor health does not cause stress among agricultural science teachers. 123 respondents accepted that poor school learning facilities gives stress to agricultural science teachers, however, 27 respondents rejected the suggestion. 107 respondents accepted that change of educational policy is a factor that cause stress among agricultural science teachers, 43 respondents disagreed to the opinion. 117 respondents admitted that lack of instructional materials is a factor that cause stress among agricultural science teachers, 33 respondents disagreed to the idea. 115 respondents agreed that lack of qualified agricultural science teachers is the cause of stress to agricultural science teachers, 35 respondents said, lack of qualified agricultural science teachers is not a cause to stress on the teachers. 120 respondents agreed that aging is a factor that cause stress among agricultural science teachers in secondary schools, 30 respondents disagreed to the opinion. 115 respondents agreed that delay in salary payment is a cause to stress among agricultural science teachers, 35 respondents said no, indicating that delay in salary payment is not a cause to stress among agricultural science teachers.

105 respondents accepted that family problems is responsible for stress among agricultural science teachers, 45 respondents stated that family problem is not the cause of stress among the teachers. 91 respondents agreed that, threats from supervisors are the cause of stress on agricultural science teachers, 59 respondents disagreed to the suggestion.

112 respondents admitted that disrespect from students is a cause of stress among agricultural science teachers, 38 respondents disagreed to the opinion. 114 respondents accepted that preparing for promotion interview is a cause of stress to the teachers, 36 respondents rejected the view. 78 respondents agreed that low level of teaching experience is a cause of stress among agricultural science teachers, 72 respondents disagreed to the suggestion.

The Z-test calculated is 3.965, Z-test table at 0.05 level of significance, 22 degree of freedom is 1.720, the Z-test calculated is greater than the Z-test table, hence, the null hypothesis which says "there is no significant relationship between stress and agricultural science teachers' productivity based on age" is rejected. Its alternative which says, "There is significant relationship between stress and agricultural science teachers' productivity based on age" is accepted. Aging reduces appetite to do work in all ramifications. An aging person looks tired on doing a piece of work all the time. This is pertinent as the continual doing of work can subsequently pave way for low productivity. This is supported by the view of Shabana et al (2017) who in their study admitted that age predisposed teachers significantly to sources of stress due to its direct relationship with the capacity to learn, prospect cleverness, working proficiently and efficiently.

In table 3, 122 respondents agreed that maintaining a sound health is a means of coping with stress, 28 respondents disagreed to the suggestion. 112 respondents said good classroom management is a stress coping strategy, 38 respondents rejected the suggestion. 91 respondents agreed that extra academic activities can help teachers to cope with stress, 59 respondents said extra academic activities cannot help teachers to cope with stress. 97 respondents accepted that encouraging students to ask questions while teaching contributes to stress coping, 53 respondents disagreed to the suggestion. 123 respondents agreed that appropriate lesson planning is a means of coping with stress among teachers, 27 respondents said appropriate lesson planning is not a means of copying with stress admitted among teachers.

121 respondents admitted that punishing students that are disobedient help in stress coping among agricultural science teachers, 29 respondents disagreed to the idea. 79 respondents agreed that playing some games after work is a stress coping activity, 71 respondents disagreed to the opinion. 102 respondents accepted that making out time to listen to music is a stress coping strategy, 48 respondents disagreed to the suggestion. 106 respondents agreed that praying to come out of job stress is a strategy to cope with stress, 44 respondents rejected the notion. 11 respondents said, regarding some stressful situation in teaching as source of motivation to better performance is a stress coping strategy, 39 respondents said no to the idea. 89 respondents agreed that availability of recreational centre in school can encourage stress coping among teachers, 61 respondents disagreed to the suggestion.

The Z-test calculated is 3.020, Z-test table is 1.720 at 0.05 level of significance, 20 degree of freedom. The Z-test calculated is greater than Z-test table, hence, the null hypothesis which declares that "there is no significant relationship between stress and agricultural science teachers' productivity based on years of teaching experience" is rejected. The alternative which says "there is significant relationship between stress and agricultural science teachers' productivity based on years of teaching experiences" is accepted. Teachers

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with long years of experience have developed certain degree of immunity against stress and can easily motivate themselves and teach effectively with minimum stress. However, younger teachers may find it arduous to cope with learners' attitudes/behaviours and school cultures and these may impede on their attempt to cope with stress or manage stress. This is supported by the view of Brown and Ralph (2003) in Dunham and Varma (2005) who said that personality factors are involved in stress coping. It is also supported by the view of Tambo (2012) in Anyi (2016) which declares that, lesson planning and teaching accountability for learners' performance, classroom management and discipline, supervisory role, extra-curricular activities etc. boost stress coping techniques.

**Conclusion**

Education is the yardstick or carnally in which the individual, community and nation depends for its growth and survival. No sector of education that is not necessary, as a part from a whole renders the whole insufficient and less functional. It is therefore expedient to give agricultural science its rightful place in education by employing qualified agricultural science teachers and providing modern teaching aids, both mechanized and non-mechanized. The government and most individuals have neglected the role of agriculture as the only source of food provision to the large population growing at a geometric level, hence, the letdown of agricultural science and teachers of the subject as merely ordinary man's duty. The relegation of agriculture by people has equally stress teachers, if agricultural science and available teachers have to develop coping measures or strategies to reduce the stress level.

**Recommendations**

Based on the above summary and conclusion the researcher can recommend the following;

1. The government should collaborate with the lead of teacher to organize training workshop, seminars for agricultural science teacher on how to teach the subject agricultural science.
2. Government should provide instructional materials for teachers to be effective in teaching.
3. There should be active supervision by education stakeholders.
4. The government should do the needful by paying salary on time and giving teachers due promotion with corresponding salary.
5. The agricultural science teachers should be involved in practical, which will boost productivity, while government is expected to provide the necessary tools agricultural science practical.

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